



# CHILD CARE INFORMATION CENTER

## NEWSLETTER

Issue No. 22

Editor: Rane Goodroad

### CHILDREN WITH SPECIAL NEEDS: PART II

This issue concludes a two part series on Children With Special Needs. Part I addressed the topic based on a traditional definition. Part II expands this definition to include the ever increasing number of children whose lives have been touched by a variety of stressful situations.

In this issue are books, articles, and audiovisual materials on:

- |                     |                         |
|---------------------|-------------------------|
| --Abuse and Neglect | --Gifted and Talented   |
| --Alcohol and Drugs | --Overweight            |
| --Discipline        | --Self-Esteem           |
| --Death             | --Situational Stressors |
| --Divorce           | --Temperament           |
| --Families          |                         |

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The Child Care Information Center is a project funded by the Bureau for Children, Youth and Families, Division of Community Services, Wisconsin Department of Health and Social Services.

## **ABUSE AND NEGLECT**

### **BOOKS TO BORROW**

1. **RECOGNIZING CHILD ABUSE: A GUIDE FOR THE CONCERNED.** Douglas J. Bersharov. A comprehensive, readable handbook for anyone who suspects child abuse or neglect. Covers legal framework, reporting, liability for not reporting, sources of suspicion, what to do if you are reported.
2. **IF IT HAPPENS TO YOUR CHILD, IT HAPPENS TO YOU.** Christine A. Golder. A resource for the parents of children who have been sexually abused. Includes basic information about legal procedures.
3. **LET'S PREVENT ABUSE.** PACER Center. Parts I and II. A two-part prevention handbook for early childhood professionals with a special emphasis on the needs of children with disabilities. Includes: Overview of each type of abuse, reporting, families at risk, discussing possible abuse, children's development and indicators for maltreatment, and resources.
4. **HE TOLD ME NOT TO TELL.** Jennifer Fay. Talking with young children who have been sexually abused.
5. **PREVENTION OF SEXUAL ABUSE: A TRAINER'S MANUAL.** Ann Downer. Seattle Institute for Child Advocacy. A comprehensive resource for anyone who intends to provide training in the area of sexual abuse. Includes: scope of the problem, identification and reporting, guidelines for in-service, resources.
6. **PREVENTING MALTREATMENT OF CHILDREN WITH HANDICAPS.** Resource Access Project Network. A Head Start training guide for: identifying children at risk, developing child abuse policies, developing interagency agreements, interpersonal helping skills, and building healthy families.

### **ARTICLES TO KEEP**

7. **THE DISABLED CHILD AND CHILD ABUSE.** The National Committee for the Prevention of Child Abuse. Donald Kline, PH.D.
8. **MAKING A DIFFERENCE FOR MALTREATED CHILDREN.** Shirley Shaw. Day Care and Early Education. Winter 1989. Using Erik Erickson's developmental framework, it explores social and emotional delays associated with maltreatment and offers suggestions for caregivers.
9. **IT SHOULDN'T HURT TO BE A CHILD....** WI DHSS. Outlines : Wisconsin statutes, signs of abuse, list of mandated reporters, how to report, investigation process.
10. **THINK YOU KNOW SOMETHING ABOUT CHILD ABUSE.** National Committee for the Prevention of Child Abuse. 1988. Historical view, definition, who are the abusers, reporting.
11. **WHAT PARENTS CAN DO ABOUT STRESS.** WI DHSS. 1984. Discusses ways to deal with the stresses associated with being a parent.

12. **CHILD SEXUAL ABUSE PREVENTION: TIPS TO PARENTS.** US DHSS.
13. **PREVENCION DEL ABUSO SEXUAL DE LOS NINOS SUGERENCIAS PARA PADRES.** Same as above in Spanish.
14. **THE DEVELOPMENTAL NEEDS OF ABUSED CHILDREN: CLASSROOM STRATEGIES.** Margot Kaplan-Sanoff and Esther Fine Kletter. Beginnings. Fall 1985.
15. **ON-GOING RESPONSE TO THE SEXUALLY ABUSED CHILD.** Excerpt from Prevention of Sexual Abuse: A Trainer's Manual.
16. **NEGLECTED CHILDREN.** Karen L. Peterson and Bruce Roscoe. Childhood Education. Sept/Oct 1983. Activity ideas for understanding and interacting positively with children who have experienced neglect.
17. **CHILD ABUSE AND THE HANDICAPPED.** ERIC Digest. 1987
18. **BECOMING THE CHILD'S ALLY.** Carol Caughey. Young Children. May 1991. Observations in a classroom for children who have been abused.
19. **EMPOWERING YOUNG ABUSED AND NEGLECTED CHILDREN THROUGH CONTINGENCY PLAY.** Andrew Gunsberg. Childhood Education. Fall 1989.
20. **CARING FOR ABUSED PRESCHOOLERS.** A.C. Salter. Child Welfare. July/August 1985. Guidelines and techniques for working with abused preschool-age children.
21. **WHAT WORKS FOR ABUSED CHILDREN: ENVIRONMENTS AND ACTIVITIES.** S. L. Scott. Beginnings. Fall 1985.
22. **CHILD ABUSE IN ALCOHOLIC FAMILIES.** Children of Alcoholics Review #4. July/August 1983.
23. **WORKING WITH ABUSIVE FAMILIES.** Pat Ranzoni. Beginnings. Fall 1985. Views abusive parents as individuals with major problems of their own who need help as much as their children.
24. **SUBSTANCE ABUSE AND CHILD ABUSE.** National Committee for the Prevention of Child Abuse. February 1989. Scope of the problem, characteristics, fetal alcohol syndrome, intergenerational patterns, prevention.

#### **VIDEOS TO BORROW**

25. **CHILD ABUSE: A GLOBAL CRISIS.** Public Communications. 1989. VHS, color, 28 minutes. Authorities from all over the world discuss neglect and abuse: sexual, physical, and emotional. Addresses the ways in which we can work to solve child abuse through educating the public, learning how to deal with stress, taking "time out" when anger builds, and getting outside help when needed.
26. **HANDLE WITH CARE: PROVIDERS AND PARENTS PREVENTING SEXUAL ABUSE.** Real to Reel Productions. 1986. VHS, color, 25 minutes. Parents and providers comment on their reactions to the issue of child sexual abuse and how to prevent it. Appropriate for staff meetings, parent groups. Includes supplementary workshop materials.

27. **BUT NAMES CAN HURT FOREVER: A STUDY OF EMOTIONAL ABUSE AND PSYCHOLOGICAL MALTREATMENT.** Northeast Wisconsin In-School Telecommunications. Green Bay, WI. 1987. VHS, color, 30 minutes. Emotional and psychological abuse (for example, the systematic belittling, rejecting or ignoring of someone) may leave no outer bruises, but it can be just as devastating as physical abuse. A number of professionals discuss the types and outcomes of this type of abuse, and several adults who grew up with this type of abuse as children talk about their experiences. Created to "make the viewer not only see and hear the abuse, but to feel it as well".
28. **CHILDREN SUFFER LONG.** Annie Malone Family Crisis Center, 1987. VHS, color, 23 minutes. General awareness tape on child abuse that talks about risk factors and offers tips on how to avoid hitting children. Targeted primarily at parents, but could also apply to caregivers. Consists of several scenes depicting various aspects of child abuse. These were written and performed by 7th and 8th grade students.
29. **POCA COSA (A SMALL THING).** Bilingual Cine. In Spanish with English subtitles. VHS, color, 27 minutes. Portrays a Latino family experiencing several common family problems, resulting in the abuse of the only son.

#### **CHILDREN'S BOOKS TO BORROW**

30. **SOMETHING HAPPENED AND I'M SCARED TO TELL.** Patrica Kehoe, Ph.D. Written for the very young children ages 3 to 7, who are suspected victims of sexual or physical abuse. Encourages child victims to speak out, and gives them the concepts that will help their recovery. Written for anyone who is helping abused children reclaim their right to a childhood.
31. **SOMETHING IS WRONG AT MY HOUSE.** Diane Davis. Based on a true story of a boy living in a violent household. Written in a non-threatening way with the purpose of breaking the cycle of domestic violence by starting with the youngest generation.
32. **THE TROUBLE WITH SECRETS.** Karen Johnson. Helps young children decide what secrets need to be shared.
33. **NO MORE SECRETS FOR ME.** Oralee Wachter. Four separate stories in which young victims are able to articulate their feelings, often with the help of another person whom they trust.
34. **IT'S NOT YOUR FAULT.** Judith Jance. Read-a-loud book with two purposes: to each children who have been molested that it is not their fault, and to teach all children basic sexual prevention skills. Ages 4-11.

#### **CHILDREN'S VIDEOS TO BORROW**

35. **FOR PETE'S SAKE TELL!** Elaine Krause. Krause House, 1982. VHS, color, 10 minutes. Teaches sexual abuse prevention in a positive, sensitive way. Written by a first-grade teacher and volunteer in a rape victim advocate program in Oregon. Cartoon format. Grades 3-6.
36. **STRONG KIDS, SAFE KIDS: A FAMILY GUIDE.** Henry Winkler (the Fonz). Paramount Home Video, 1984. Color, VHS, 42 minutes. The Fonz talks to adults and children about preventing sexual abuse. Ages 5+

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37. **MY VERY OWN BOOK ABOUT ME.** Lutheran Social Services. 1983. VHS, color, 20 minutes. Includes child's workbook and guides for teachers and therapists. Uses concept of "confusing touch" to help children 5-9 identify touch that makes them feel uncomfortable and to learn to protect themselves against sexual abuse.
38. **SPEAK UP, SAY NO!** Elaine Krause. Krause House. 1980. VHS, color, 8 minutes. Focuses on the message that sexual abuse is not the child's fault, and that it's ok to report it to an adult the child trusts. Cartoon format. Written by the same person who wrote *For Pete's Sake Tell!* Preschool-Gr. 4

## ALCOHOL AND DRUGS

### ARTICLES TO KEEP

39. **CHILDREN PRENATALLY EXPOSED TO DRUGS.** Region III Head Start RAP. The effects of crack cocaine.
40. **DRUG PREVENTION BEGINS IN EARLY CHILDHOOD.** Ura Jean Oyemade. *Young Children*. 1989. Abuse prevention needs to be more than instructing young children about drugs.
41. **RECOMMENDED INTERVENTIONS FOR FETAL-ALCOHOL SYNDROME CHILDREN.** Barbara A. Morse. *Brown University Child Behavior and Development Letter*. Helpful techniques for working with Fetal Alcohol Syndrome children.
42. **CHILDREN OF ALCOHOLICS.** Charles D. Weddle. *Children Today*. Jan/Feb 1986. Characteristics of children and what they need from the professionals involved with them.
43. **YOUNG CHILDREN OF ALCOHOLICS: HOW PRESCHOOL TEACHERS CAN HELP.** The National Council on Alcoholism.
44. **ALCOHOLISM: THE CHILDREN'S VIEWPOINT.** Hogg Foundation. 1985. An interview with Frank Stone, education consultant for the Texas Commission on Alcoholism.
45. **CHILDREN'S BOOKS ABOUT ALCOHOLISM.** David G. Fassler. *Childhood Education*. February 1987. Bibliography and suggestions for choosing books to read to children about alcoholism. . .
46. **DRUG EXPOSED BABIES.** Nancy S. Dickinson. University of California. Cooperative Extension. *Neurobehavioral effects in children*.
47. **FAMILY PROBLEMS AND CLASSROOM HASSLES.** National Council on Alcoholism. Typical behaviors of children from alcoholic families.

### CHILDREN'S BOOKS TO BORROW

48. **SOMETIMES MY MOM DRINKS TOO MUCH.** Kenny Kevin. Maureen struggles with her feelings towards her mother and tries to understand her mother's illness.
49. **I WISH DADDY DIDN'T DRINK SO MUCH.** Judith Vigna. After a disappointing holiday, Lisa learns ways to deal with her father's alcoholism with the help of her mother and an older friend.



## DISCIPLINE

### BOOKS TO BORROW

50. **PARENTS, PLEASE DON'T SIT ON YOUR KIDS.** Clare Cherry. Discipline that helps teach a child what to do rather than what not to do. Discipline that enhances the child's self-esteem and stops antisocial, inappropriate behaviors, models constructive methods for handling anger and resolving conflicts, and helps them develop social responsibility and self-respect.
51. **DISCIPLINE WITHOUT SHOUTING OR SPANKING.** Jerry Wyckoff, Ph.D. An easy-to-follow, to-the-point guide for dealing with preschool problem behaviors. Includes: not eating, whining, aggressive behavior, clinging to parents, name-calling, etc.
52. **HELICOPTERS, DRILL SERGEANTS, AND CONSULTANTS.** Jim Fay. A look at three different styles of caregiving and the effects of each.
53. **PICK UP YOUR SOCKS... AND OTHER SKILLS GROWING CHILDREN NEED.** Elizabeth Crary. A guide to teaching responsibility. Based on the principle it's never too early or too late to begin and includes toddlers to teenagers.
54. **LOVING YOUR CHILD IS NOT ENOUGH: POSITIVE DISCIPLINE THAT WORKS.** Nancy Salmalin. Director of Parent Guidance Workshops.
55. **CREATING DISCIPLINE IN THE EARLY CHILDHOOD CLASSROOM.** Nancy Leatzow. Emphasis on preventing problems by appropriate curriculum and environmental planning. Concentrates on the development of the whole child - inner discipline and self-esteem as well as learning.
56. **PARENTING YOUNG CHILDREN.** Don Dinkmeyer et. al. Strategies based on Systematic Training for Effective Parenting (STEP) for children under six.
57. **A PRACTICAL GUIDE TO SOLVING PRESCHOOL BEHAVIOR PROBLEMS.** Eva Essa. Addresses a variety of preschool behaviors. Goal directed approach to solving problem behaviors including: observation of the behavior and its frequency, exploring consequences, alternatives.
58. **HOW TO TALK SO KIDS WILL LISTEN AND LISTEN SO KIDS WILL TALK.** Adele Faber and Elaine Mazlish. Effectively communicating with children to prevent and solve problems.
59. **A GUIDE TO DISCIPLINE.** Jeanette Galambos Stone. What is discipline? What can I do in advance to avoid problems? How your manner affects children's behavior. What to do when problems occur. Talking with children: what to say, how to say it.
60. **DISCIPLINE IS NOT A DIRTY WORD.** Jennifer Birckmayer. A workshop outline on discipline for parents, teachers, and caregivers of young children. Includes seven principles of discipline and accompanying activities.

### ARTICLES TO KEEP

61. **HELPING YOUNG CHILDREN TO RESPOND TO CAREGIVERS.** Terry L. Rose. Dealing with prolonged, frequent crying; and ways to stimulate smiling which enhances the interactions between caregivers and infants.

- 62. **PATIENCE OR UNDERSTANDING?** Nancy Weber-Schwartz. *Young Children*. March 1987. A look at what is more effective in working with aggressive children-patience or understanding.
- 63. **DON'T JUST SAY NO TO A CHILD WANTING ATTENTION WHEN YOU ARE BUSY.** Elizabeth Stimson. *Young Child*. July 1988. Positive ways to handle these inevitable situations which meets everyone's needs in a positive way.
- 64. **DISCIPLINE: ARE TANTRUMS NORMAL?** *Young Children*. September 1988. From the *Ideas That Work* column.

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The following series of articles was prepared by The Mendota Mental Health Institute, Home and Community Treatment Program. Call CCIC at 1-800-362-7353 to request copies.

- 65. **ENCOURAGING ALTERNATIVES TO PROBLEM BEHAVIORS.** Teaching children what to do rather than just telling them what not to do.
- 66. **LISTENING.** Actively hearing and trying to understand the message that the child wants to share with you.
- 67. **DISCIPLINE.** Positive techniques for developing positive behavior.
- 68. **IGNORING.** Eliminating behavior that can be tolerated but which is not very likable such as whining.
- 69. **PRAISE.** Reinforcing positive behavior.
- 70. **REFLECTION OF FEELINGS.** The process where an adult encourages and supports a child to share his or her feelings with words. Use reflection of feelings whenever the child is hiding her feelings or when she's physically expressing strong feelings without knowing why.
- 71. **POSITIVE TRANSITIONS.** A technique which can be used any time there is a change in place, activities, or people.
- 72. **FORESHADOWING.** Talking with a child about a new or difficult event giving the child an idea of how to act in the situation (i.e. preparing children for a field trip)
- 73. **HOW TO GET COMPLIANCE.** If a caregiver decides that a particular behavior needs to occur, it becomes a command (rather than a request). Discusses how to get compliance for such situations.
- 74. **CONSISTENCY.** Saying something or handling a situation in the same manner each time it occurs.
- 75. **COOPERATIVE INTERACTION.** After learning to play alone, children concentrate on activities that involve two or more children and techniques for positive interactions.
- 76. **REQUESTS VS. COMMANDS.** A request is asking and a command is telling a child to do something. Outlines the difference and when each is appropriate.
- 77. **MANAGEMENT OF DESTRUCTIVE AND ASSAULTIVE BEHAVIORS.** Positive ways to handle aggressive behaviors such as kicking, hitting, destroying property.

### VIDEOS TO BORROW

78. **HELPING CHILDREN BUILD SELF-CONTROL.** Jill Haglund. CCIC 1986. VHS, color 1+ hours. Definitions of self-control, reasons why children have problems with it, and techniques to use in school settings to help children develop self-control.
79. **CREATING DISCIPLINE: TIME, SPACE AND GROUPINGS IN DAY CARE AND EARLY EDUCATION.** Lorna Aaronson. VHS. 25 minutes. Explains how 80-90% of behavior management problems can be solved by the way early childhood staff plans for time, groupings, and use of space. Includes a handout to evaluate a specific program.
80. **DISCIPLINE.** Jimmy Hymes. 1985. VHS, color, 15 minutes. Appropriate discipline techniques and ways that children develop self-discipline. Not a guide to 10 easy steps to discipline but rather a discussion of why we discipline children and what we hope to teach them by doing so.

## DEATH

### ARTICLES TO KEEP

81. **HELPING CHILDREN COPE WITH DEATH.** Diane McLinn. Addresses death from the perspective of preschoolers. Focus is on helping preschool age children understand and cope with death.
82. **SUDDEN INFANT DEATH SYNDROME (SID) AND FAMILY DAY CARE PROVIDERS.** Wisconsin SID Center.
83. **"WHAT TO SAY" AND "WHAT NOT TO SAY" TO THE SUDDEN INFANT DEATH SYNDROME PARENTS.** John Wanzanried, University of Nebraska at Omaha. Describes helpful communication factors including: verbal empathy, nonevaluative interaction, and nonverbal. Also addresses three types of communication that are destructive: guilt reinforcement, it was terrible-forget it, and insensitivity.
84. **FAMILIES IN GRIEF.** John Wanzanried. University of Nebraska at Omaha. A booklet which is written to help a family understand the bewildering feelings and emotions which occur during the normal and healthy grief period which follows the sudden death of a child.

### VIDEOS TO BORROW

85. **TALKING WITH CHILDREN ABOUT DEATH.** Family Communications, Inc. 1981. VHS, color, 28 minutes. Fred Rogers talks with Hedda Sharapan and uses excerpts on the death of a goldfish from his program (Mr. Rogers' Neighborhood). The video is intended to help adults feel more comfortable talking with young children about death.

### CHILDREN'S BOOKS TO BORROW

86. **LOSING UNCLE TIM.** Mary Kay Jordan. When his beloved Uncle Tim dies of AIDS, Daniel struggles to find reassurance and understanding. He discovers that his favorite grown-up has left with a legacy of joy and courage.



### CHILDREN'S VIDEOS TO BORROW

87. **DEATH OF A GOLDFISH.** Family Communications, Inc. 1970. VHS, color, 30 minutes. Fred Rogers designed this episode of his children's TV show, "Mr. Rogers' Neighborhood", as an introduction for children to the subject of losing a loved one. An adult should be present to answer children's questions and deal with possible feelings being evoked by watching this program.

## DIVORCE

### BOOKS TO BORROW

88. **HELPING CHILDREN OF DIVORCE.** Susan Arnsberg Diamond. Helping children through the crisis, handling specific problems, and non-custodial parents.

### ARTICLES TO KEEP

89. **CHILDREN OF DIVORCE.** Candy Carlile. Childhood Education. Summer 1991. How teachers can help children ease the pain.
90. **BLENDED FAMILIES.** Patsy Skeen. Excerpt from *Reducing Stress in Young Children's Lives*. Explores the research findings of the effects on children when remarriage occurs. Focuses on what teachers can do: help children understand, maintain a stable environment, examine their own attitudes, work with parents.
91. **THE TEACHER'S ROLE IN FACILITATING A CHILD'S ADJUSTMENT TO DIVORCE.** Patsy Skeen and Patrick McKeney. Excerpt from *Reducing Stress in Young Children's Lives*.

### VIDEOS TO BORROW

92. **LONG-TERM EFFECTS OF DIVORCE ON CHILDREN AND THEIR FAMILIES.** Judith S. Wallerstein. Custom Audio Tapes. 1990. Audiocassette. Speech to the National Council on Family Relations, Wallerstein reports on what children tell her they feel about their parents's divorce one, five, ten and fifteen years after the event.
93. **MISTER ROGERS TALKS WITH PARENTS ABOUT DIVORCE.** Fred Rogers. Family Communications, Inc. 1980. VHS, color. 58 minutes. Susan Stamberg of National Public Radio, Dr. Earl Grollman, a counselor and author, and a studio audience join Fred Rogers to watch and discuss videos made earlier of Mr. Rogers interviewing children whose parents are divorced.

### CHILDREN'S BOOKS TO BORROW

94. **DINOSAUR'S DIVORCE: A GUIDE FOR CHANGING FAMILIES.** A resource for helping young children deal with the confusion and anxiety that arise when divorce occurs. Ages 3-8.

#### LOOKING FOR VIDEOS FOR STAFF TRAINING OR FOR CHILDREN?

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## FAMILIES

### BOOKS TO BORROW

95. **MEETING THE CHALLENGES OF DISABILITY OR CHRONIC ILLNESS: A FAMILY GUIDE.** Practical guide to help families successfully cope with disability or chronic illness by taking positive action.
96. **BROTHERS, SISTERS, AND SPECIAL NEEDS.** Debra J. Lobata. Information and activities for helping young children deal with a sibling who has a chronic illness or developmental disability.
97. **HELPING PARENTS IN GROUPS.** Linda A. Braun. How to organize parent groups (leadership style, activities, handling difficult moments).

### ARTICLES TO KEEP

98. **ALL IN THE FAMILY: SHARED PARENT ARRANGEMENTS FOR CHILDREN WITH DISABILITIES.** WI Dept. of Health and Social Services. Definition, responsibility and authority of service system, and financial issues.
99. **CONFERRING WITH PARENTS.** Carole F. Abbott and Susan Gold. Young Children May 1991. Talking with parents when there is a concern that their child may need special services.
100. **PARENTING A CHILD WITH SPECIAL NEEDS.** An interview with Meg Robinson.
101. **EARLY INTERVENTION FOR CHILDREN BIRTH THROUGH 2 YEARS...SPECIAL NEEDS.** NICCYH. Examines the parents role in stimulating their infants development.
102. **SIBLINGS.** Great Lakes Resource Access Project. Discusses the range of feelings experienced by the sisters and brothers of a child with special needs. Suggestions for ways to positively support the siblings.
103. **RIGHTS AND RESPONSIBILITIES OF PARENTS OF CHILDREN WITH HANDICAPS.** ERIC Digest. Outlines parental rights based on Public Law 94-142 and identifies the parents' responsibilities in the special education process.
104. **WORKING WITH FAMILIES OF A CHILD WITH SPECIAL NEEDS.** Katie Sefton. Lists ways to build a successful working relationship with parents based on trust, respect, and cooperation.
105. **WALKING ON A TIGHTROPE.** Gail Griffel. Written by a parent of twin children with special needs. A reflection of her feelings and experiences in obtaining services.
106. **PARENTAL FEELINGS.** Richard M. Gargulo and Stephen B. Graves. Explores impediments to collaboration between parents and professionals, understanding parental reactions, and suggestions for working with children.

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### VIDEOS TO BORROW

107. **SOMEDAY'S CHILD: A FOCUS ON SPECIAL NEEDS CHILDREN AND THEIR FAMILIES.** Project Interchange. 1989. VHS, color. 30 minutes plus facilitator's guide and viewer's guide. This tape builds our understanding of the issues, experiences, and needs confronting families of children who have special needs. Three families share their sadness and joys and the day-to-day challenges of raising a child with disabilities. Summarizes the 11 greatest needs such families have.

## GIFTED AND TALENTED

### BOOKS TO BORROW

108. **BRINGING OUT THE BEST.** Jacquelyn Saunders. Identifying those young children who are either gifted or talented. Dealing with the challenges and maximizing the rewards of caring for these children.
109. **NURTURING EARLY PROMISE.** Rita Haynes Blochson. Creative thinking and doing activities WITH young children.
110. **IS THE LEFT BRAIN ALWAYS RIGHT?** Clare Cherry. Creating childhood programs designed to develop the whole child. Developmental activities and ideas for teaching based on experiential and imaginative activities.

### ARTICLES TO KEEP

111. **TRAINING FOR STAFF, PARENTS, AND VOLUNTEERS WORKING WITH GIFTED YOUNG CHILDREN.** Merle B. Karnes and Lawrence J. Johnson. Young Children. March 1989. Recognizing gifted children who are usually more difficult to identify--those with disabilities or low-income. Outlines how to identify the wide variety of giftedness in young children.
112. **THE GIFTED PRESCHOOLER: DEVELOPMENTALLY DIFFERENT BUT STILL 3 OR 4 YEARS OLD.** Young Children. March 1989. Jane Wolfle.
113. **RECOGNIZING GIFTEDNESS IN EARLY CHILDHOOD SETTINGS.** Donna Garnet Chitwood. Identifying, testing, and providing appropriate activities.

## OVERWEIGHT

### BOOKS TO BORROW

114. **HOW TO GET YOUR CHILD TO EAT, BUT NOT TOO MUCH.** Ellyn Satter. Addresses a variety of issues related to eating including the overweight child.

### ARTICLES TO KEEP

115. **THE OVERWEIGHT CHILD.** Bill Fellows. WECA CACFP. Why "diets" are not advisable for children and what caregivers (and parents) can do to help an overweight child.

116. **COUCH POTATO: THE NUTRITIONAL RISKS OF A TV DIET.** Abigail November and Laurie Modrey. Texas Child Care Quarterly. Winter 1990.
117. **CHALLENGE ME TO MOVE: LARGE MUSCLE DEVELOPMENT.** Catherine A. Poest, et. al. Texas Child Care Quarterly. Winter 1990. How to promote physical fitness in an early childhood setting.
118. **JOHNNY'S NOT JUMPING: CAN WE HELP OBESE CHILDREN?** Ellen Javernick. Young Children. January 1988. Meeting the challenge to incorporate more physical activities in early childhood programs.

#### VIDEOS TO BORROW

119. **FEEDING WITH LOVE AND GOOD SENSE.** Ellyn Satter. 1989. VHS, color. 60 minutes + 2 page leader's guide. Four 15 minute segments (infant, older baby, toddler, preschooler) designed to train parents and child care providers to understand feeding from the child's perspective and to be sensitive to how their own behaviors affect the child's eating. (Not about nutritional needs, choice of foods, or food preparation).
120. **NO BETTER GIFT.** Jamil Simon. Society for Nutrition Education, 1984. VHS, color. 22 minutes plus 2 booklets. How to create a pleasant eating environment and serve a variety of high nutrition foods to children ages two through five.

#### CHILDREN'S BOOKS TO BORROW

121. **DON'T CALL ME FATSO.** Barbara Phillips. Unhappy with herself and reactions of others to her, overweight Rita gains more control over her life as she realizes the advantages of exercise and healthy habits.

### SELF-ESTEEM

#### BOOKS TO BORROW

122. **YOUR CHILD'S SELF-ESTEEM.** Dorothy C. Briggs. A blend of positive discipline strategies and an understanding of developmental stages combined to provide a wealth of information about children and self-esteem. Focuses on the key ingredients of helping children develop a positive sense of self: trust, non-judgement, being cherished, "owning" feelings, empathy, appreciation of unique growth.
123. **SELF-ESTEEM: A FAMILY AFFAIR.** Jean Illsley Clarke. Outlines four different styles of parenting and the effects of each style. Discusses ways to foster positive self-esteem through effective discipline which teaches children what to do rather than punishing them or telling them what not to do.
124. **SELF-ESTEEM A FAMILY AFFAIR. LEADER'S GUIDE.** Jean Illsley Clarke. A handbook outlining how to use the above material in a group study.

#### ARTICLES TO KEEP

125. **SELF-CONCEPT: THE KEY TO LEARNING.** Phyllis H. Jack. Texas Child Care Quarterly. Fall 1987. Fundamental to learning is a child's need to feel capable and successful.

## SITUATIONAL STRESSORS

### BOOKS TO BORROW

126. **HELPING YOUR CHILD HANDLE STRESS: THE PARENT'S GUIDE TO RECOGNIZING AND SOLVING CHILDHOOD PROBLEMS.** Kay Kersey. Heading off unnecessary problems and coping with those that are unavoidable. Includes: toilet training, new siblings, family alcoholism, and child abuse.
127. **THE FEARS OF CHILDHOOD: A GUIDE TO RECOGNIZING AND REDUCING FEARFUL STATES IN CHILDREN.** E. P. Sarafino. Describes what children fear at different stages, why fears develop, and how adults can help children cope with them.
128. **SEPARATION: STRATEGIES FOR HELPING TWO TO FOUR YEAR OLDS.** K. Jarvis, editor. By understanding separation anxiety and knowing how to help children successfully deal with it, caregivers teach children a key lesson in growing towards independence and trust.
129. **HELPING CHILDREN COPE WITH STRESS.** A. Brenner. Describes the spectrum of stresses children face from "typical" tensions to severe stresses. Points out commonly used coping strategies - both healthy and destructive. Describes ways to support children.
130. **STRESS AND YOUR CHILD: A PARENT'S GUIDE TO SYMPTOMS, STRATEGIES, AND BENEFITS.** Ruth P. Arent. Includes: alcoholic parent, television violence, living with a sibling who is retarded, gifted, learning disabilities.
131. **THE HURRIED CHILD.** David Elkind. A look at the pressures being placed on children to grow up too fast. Looks at "forced blooming" which leads to a wide array of stresses for children.
132. **REDUCED STRESS IN YOUNG CHILDREN'S LIVES.** Janet Brown McCracken. Compilation of articles from *Young Children* which examine: causes, teaching children how to deal successfully with stress, and what can be done to avoid contributing to their stress.
133. **MISEDUCATION: PRESCHOOLERS AT RISK.** David Elkind. Reviews the evidence that children subjected to the pressure of misappropriate education are psychologically and physically at risk.
134. **FAMILIES, CRISIS AND CARING.** T. Berry Brazelton, M.D. Draws on stories from 5 actual families and shows how crisis upsets the stability, how each member copes, and how they eventually regain balance. Includes: parental rivalry, grandparenting, loss of a parent, fathering alone, stepfamilies, and illness in the families.
135. **DAY CARE FAMILIES AND STRESS.** Texas Dept. of Human Services. Designed to help providers deal with stress (children's, parents' and their own) and offers sample case histories.
136. **WITHIN OUR REACH: BREAKING THE CYCLE OF DISADVANTAGE.** Lisbeth Schorr with Daniel Schorr. Making changes that are effective in ending the poverty cycle.

### **ARTICLES TO KEEP**

- 137. **ENHANCING ESSENTIAL RELATIONSHIPS: DEVELOPING A NURTURING AFFECTIVE ENVIRONMENT FOR YOUNG CHILDREN.** Merle B. Kares, et. al. A project which worked with low-income parents so they could help their young children grow in an emotionally healthy environment.
- 138. **WHEN YOUNG CHILDREN MOVE.** Mary Renck Jalongo. Young Children. September 1985.
- 139. **STRESS AND COPING IN CHILDREN. PART I.** Alice Honig. May 1986. Examines the components and stages of stress. Factors such as: ecological, socioeconomic, hospitalization, disaster, war, death and divorce.
- 140. **STRESS AND COPING IN CHILDREN. PART II.** Alice Honig. Interpersonal relationships: mental illness, inept parenting practices, inappropriate parental discipline techniques, child abuse. Outlines the telltale signs of stress in young children
- 141. **CHILDHOOD STRESS: A CREEPING PHENOMENON.** Shirley J. O'Brien. Childhood Education. Winter 1990. Written for parents, but also helpful information for caregivers.
- 142. **UNDERSTANDING AND ACCEPTING SEPARATION FEELINGS.** Sue Gottschall. Young Children. September 1989.

### **CHILDREN'S BOOKS TO BORROW**

- 143. **LINDA SAVES THE DAY.** Dr. Lawrence Balter. Linda's mother patiently helps her overcome her intense fear of dogs so that Linda is able to attend a party given by a friend who owns a dog. Includes a discussion of phobias and how to handle them.
- 144. **MY BEST FRIEND MOVED AWAY.** Joy Zelonky. When his best friend moves away, Brian tries to cope with his feelings of loss and separation.

## **TEMPERAMENT**

### **BOOKS TO BORROW**

- 145. **THE DIFFICULT CHILD.** Dr. Stanley Turecki. Caring for a temperamentally difficult child poses a challenge to caregivers. Provides an assessment for identifying difficult children and guidelines for effective discipline. Also discusses how difficult children are sometimes "misdiagnosed".

### **ARTICLES TO KEEP**

- 146. **THE UNPOPULAR CHILD.** Jaipaul Roopnarini and Alice S. Honig. Young Children. September 1985. Who these children are and how parents and teachers can help them develop the skills they need to interact positively with peers.
- 147. **DEALING WITH DIFFICULT YOUNG CHILDREN.** Anne K. Soderman. Young Children. July 1985. Children's temperaments outline how others relate to them. Describes characteristics of difficult children and effective strategies for relating with them: respect, objective evaluation, structuring the environment, positive interactions, and patience.



148. **THE DIFFICULT CHILD.** Young Children. July 1988. Ideas for working with difficult children, both those who are born temperamentally difficult and those who were raised to be difficult. Emphasis on the need for support for caregivers who care for them.

#### **VIDEOS TO BORROW**

149. **COMFORTING YOUR FUSSY BABY.** Professional Research Inc., 1986. VHS, color. 11 minutes. Helps parents and caregivers overcome the frustration of dealing with fussy infants by describing many causes behind fussiness and showing ways to calm and comfort babies. Also how to distinguish fussiness from hunger or illness behaviors.
150. **FLEXIBLE, FEARFUL, AND FEISTY.** California State Dept. of Education. 1990. VHS, color. 29 minutes + guide. Explains nine temperamental traits. Children from birth tend to have one of three combinations of these traits and thus be either flexible, fearful, or feisty. Tape explains these three temperamental types and suggests caregiving techniques that are especially helpful to each type.

#### **NEW MATERIALS**

151. **WHAT TO DO TO STOP DISEASE IN CHILD CARE CENTERS: A KIT FOR CHILD DAY CARE DIRECTORS.** U. S. Dept. of Health and Human Services. A handbook which includes four separate handbooks. One in each of the following areas: center directors, caregivers, parents, and general information about contagious diseases.
152. **BUILDING A SPECIAL NEEDS COMPONENT INTO YOUR CHILD CARE RESOURCE AND REFERRAL SERVICE.** Bananas, Inc. Exploring possibilities, implementing the service, promoting parent-provider communication, looking at broader issues, resources (questionnaires, sample printed materials, etc.)

#### **AUDIOVISUAL RESOURCE -- UPDATED LIST NOW AVAILABLE**

Featuring videotapes, audiocassettes, filmstrips, and multimedia kits  
for loan to the child day care community in Wisconsin from  
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